

CHAPTER I

INTRODUCTION

This chapter presents the research background, research problems, research objectives, scope and limitation, research significance and the definition of the key terms.

1.1 Research Background

English is an International language that is become significant exist in this modern era. Most of the people in the world use it to interact or communicate with others. English also becomes the most important language because it takes a special part of our life. Indonesian students who learn English as a foreign language will face a lot of problems in term of language skill. Besides, they will face some difficulties in language components as pronunciation, vocabulary, and, grammar. It happens because they cannot be learned naturally as their mother tongue.

In studying English, we should master four skills that will help us use English well. They are listening, speaking, reading, and writing. Every skill has its own aim to be achieved as the rules and regulations of English Mastery. Sometimes, students find difficulties in spoken and written language that can cause errors. The aim of writing skill is to make students able to create a good essay that is grammatically and semantically correct. Besides, speaking skill focuses on how the students can produce English well.

In producing English, students found the most difficulties in order to create a good conversation with others. According to Fitria (2013, p. 51), the

problem that faced by the students is an inhibition. It means that there is something inside to inhibit them to practice speaking English. One of the examples is afraid about making a mistake when trying to speak English with others. The problems that faced by the students are not only on inhibition but also in using mother tongue. Both of them are caused by do not master the three primary elements of speaking. They are vocabulary, grammar, and pronunciation.

Hervina (2014, p. 218) states that there are two changes that can be caused by the grammatical errors. They are in making a bad impression and changing the meaning. If we make an error in our speaking, it will change the meaning itself and make a bad impression. Besides, according to Kamlasi and Nokas (2017, p. 132), knowing the grammar of language and its meaning, the language can be used well. When speaking English with someone, we will easy to understand the conversation and avoid misinterpretation because we know and understand the grammatical rules.

Students should understand one of the components of grammar in order to study speaking and writing skill of English. It is part of speech. The researcher is attracted in the spoken language. It is because in speaking usually happens in a real-time and spontaneously, it means we cannot think about the rule of grammar when speaking English with others directly. We only can say unimportant words which we have in our brain.

The researcher deems that part of speech is the significant components to be analyzed as almost all of the students made errors in using part of speech. Based on Indah Kumala Sari (2013) in her thesis about grammatical errors made

by second-semester students of ESP Speaking Class at English Department-UMM, most students made errors in using the verb. It was found that the most dominant of errors was the verb (154 errors).

In other research according to Ting, Mahadhir, and Chang (2010, p. 65), the students for the less proficient make 35% of total errors in a linguistic description, such as errors, preposition, and question. It is following by the word form and the article (about 11% each). Also, there are six types of errors that relatively less frequent. They are subject-verb agreement, plural form, tense, pronoun, misordering of the question and negative statement. It means that students are still less on proficient of part of speech.

Grammatical errors are also found in writing. Kamlasi and Nokas (2017, p. 139) states that there are seven types of grammatical errors in writing. They are verb, noun, pronoun, adjective, adverb, conjunction and preposition. The verb errors are 21.16%, noun errors are 19.70%, pronoun errors are 29.74%, the adjective errors are 34.27%, the adverb errors are 32.41%, the conjunction errors are 34.02% and the preposition errors are 32.94%. It shows that grammatical errors can be found in writing that the highest percentage of errors is the adjective (34.27%).

Considering the fact, the researcher took the grammatical errors in using part of speech in students' speaking. Based on the statement above, the researcher attempts to analyze the grammatical error. Also, the researcher attempts to write the thesis entitled, "Grammatical Errors in Speaking Faced by The Fourth

Semester Students of English Language Education Department at University of Muhammadiyah Malang”.

1.2 Research Problems

Based on the background of the study, the research problems are formulated as follows:

1. What are the types of grammatical errors in speaking that faced by the fourth-semester students of English Language Education Department at University of Muhammadiyah Malang?
2. What are the factors that influenced grammatical errors in speaking that faced by the fourth-semester students of English Language Education Department at University of Muhammadiyah Malang?

1.3 Research Objectives

Based on the problems mentioned above, the purposes of the research are:

1. To describe the types of grammatical errors in speaking that faced by the fourth-semester students of English Language Education Department at University of Muhammadiyah Malang.
2. To know the factors that influenced grammatical errors in speaking that faced by the fourth -semester students of English Language Education Department at University of Muhammadiyah Malang.

1.4 Scope and Limitation

The scope of this study is grammatical errors, especially in spoken language. The researcher did not discuss all components of grammar, so she limits her research on one of the components of grammar that is part of speech used by

the fourth -semester students of English Language Education Department at University of Muhammadiyah Malang.

1.5 Research Significance

The result of this study is expected to be useful for the following parties:

1. For English lecturers, hopefully, this research can give a reference to select better ways in the teaching process.
2. For the students, through this research, they can know what they should do after knowing their speaking competence so that they can be better at learning English.
3. For the next researchers, this research can help the next researcher to compare his/her study whether her/his study is more benefit and success than previous research. It also can be used as references for the next researcher who analyzes a similar topic of study.

1.6 Definition of the Key Terms

To avoid misinterpretation, the key terms used in the study are defined as follows:

1. Grammar

Grammar is as a set of rules for constructing and analyzing sentences (Kamlasi and Nokas, 2017, p. 132). It refers to the rule of language. Analyzing sentences must need a set of rules that is grammar. Besides, it used by the students in learning the speaking skill.

2. Error

Error is a fault that is made by the learner, and he or she is unable to make a correction (Muhsin, 2016, p. 82). The error here means learners regularly do not identify the error and cannot correct it.

3. Speaking

Speaking is the verbal use of language to communicate with others (Adib, 2012, p. 16). Speaking is also a lesson that should take by the students to complete studying the language skill.

